Australian Government

Department of Education, Employment and Workplace Relations

CUFWRT301A Write content for a range of media

Revision Number: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

CUFWRT301A Write content for a range of media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write content for a range of media. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The person applying the skills and knowledge outlined in this unit could be expected to write both original and re-purposed non-narrative content for a range of media.
	The content could include such things as information for websites; community, news and promotional announcements for radio stations; organisation newsletters and audio or visual presentations.
	In larger organisations or in the development of e-learning resources, the person would usually be re-purposing material written by other writers or content experts.
	This work is usually undertaken with some supervision and guidance.
	The writing of narrative content is covered in: • CUFWRT302A Write simple stories.
	More complex skills associated with writing can be found in: • CUFWRT401A Edit texts • CUFWRT403A Write narration and current affairs material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Prepare to write content	1. Identify *production requirements* for *content* with *relevant personnel* and according to organisational procedures
	2. Identify *purpose* of content and other *factors* that have implications for the way content will be written
	3. Identify *text-based content* that may be incorporated and referenced, and organise copyright clearances as required
	4. Use a range of additional *sources* to find information where there are perceived gaps in text-based content
	5. Identify needs and perspectives of target users and audience with reference to a range of *user data*
	6. Generate a range of ideas relevant to purpose of the content to be written
	7. In consultation with relevant personnel, evaluate and select most appropriate content ideas and *writing styles*
Draft content	8. Classify, structure and sequence content so that it is easy to read or navigate
	9. Draft content using *writing and communication principles*
	10. Draft content using *writing techniques* appropriate to purpose of the content
	11. Provide captions or descriptions for *media assets* as required
	12. Apply *presentation techniques* to enhance readability
	13. Refine and redraft content until it meets creative requirements
	14. Proofread content and conduct *readability tests* if appropriate
	15. Submit final draft to relevant personnel for consideration and review
Finalise content	16. Incorporate feedback from relevant personnel into final content
	17. Submit content by agreed deadline according to organisational procedures
	18. Note areas for improvement in own area of responsibility and take action accordingly

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, teamwork and literacy skills sufficient to:
    - interpret and clarify written or verbal instructions
    - write content in a style appropriate to target users and audience
    - communicate information to specific audiences
    - structure text-based content effectively for target audiences and delivery format
    - work collaboratively in a team environment - both independently on assignment and under direction
    - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- technical skills sufficient to:
    - proficiently use word processing tools
    - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
    - prioritise work tasks
    - source information and reference material in a timely fashion
    - meet deadlines
    - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
    - roles and responsibilities of project team members
    - issues and challenges that arise when writing content
- understanding the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - application of the principles of writing and communication to content written for a range of purposes - content written in a way that engages the target audience - sound knowledge of grammar and punctuation - collaborative approach to work - ability to work under pressure and meet deadlines.
Context of and specific resources for assessment	Assessment must ensure: - practical demonstration of skills by writing a range of content within timeframes typical in an industry context - access to: - word processing software - variety of information sources - access to appropriate learning and assessment support when required - use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance - evaluation of content written by the candidate in response to a range of briefs - written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • CUFPPM301A Plan and prepare programs • CUFRES201A Collect and organise content for broadcast or publication • CUFWRT302A Write simple stories.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Production requirements may include:	• availability of staff • budget • confidentiality • contractual • copyright • deadlines • duration of items for on-air presentation • editing process • intellectual property • location • number of content items • schedule • specified number of words • station procedures.
Content may include:	• community service announcements • copy for interactive media products • copy for newsletters or other print media • intros, outros and back announcements • items for wikis • news and current affairs items for community broadcasting • on-air presentation material • sponsorship announcements • surveys: • online • print • telephone polling.
Relevant personnel may include:	• asset creators • authors • broadcasters • clients • content experts

RANGE STATEMENT	
	• directors • editors • graphic designers • information architects • other writers • producers • program managers • programmers • volunteers' coordinators • other technical/specialist staff.

Purposes may include:	• audio and visual presentations
	• educational
	• informational
	• marketing
	• networking:
	   • social
	   • corporate
	• promotional.

Factors may include:	• delivery platform for interactive media content, including:
	   • internet
	   • CD
	   • DVD
	   • games console
	   • kiosk
	   • mobile telephone
	   • personal digital assistant (PDA)
	• target audience characteristics
	• type of program or product:
	   • lifestyle
	   • chat and interview
	   • talkback
	   • news
	   • current affairs
	   • music
	   • interactive game
	   • website.

Text-based content may include:	• actual events • articles

RANGE STATEMENT

	• documents • dramatic material • education and training texts • interviews • manuals • news sources • press releases • publications.

Sources may include:	• actual events
	• colleagues
	• commercial enterprises
	• federal, state and local government departments
	• fiction
	• imagination
	• industry associations and organisations
	• industry practitioners and technical experts
	• internet
	• life experience
	• media outlets
	• organisational policies and procedures
	• personal observations and experience
	• publications:
	   • reference books
	   • newsletters and magazines
	   • specialist technical journals
	   • bulletins, press releases and letters
	   • manufacturer handbooks, manuals and promotional material.

User data may include:	• audience research compiled by external bodies, such as the Australian Bureau of Statistics • focus groups • personas • profiles • site feedback • site metrics • surveys.
Writing styles may include:	• conversational • dialogue • dramatic

RANGE STATEMENT	
	• formal • humorous • journalistic • plain English • whimsical.
Writing principles may include:	• clear and meaningful • concise • consistent style • correct grammar, punctuation and spelling • factually accurate • logical order.
Communication principles may include:	• communicates the message • conveys meaning • encourages feedback and interaction • meets audience requirements • promotes two-way conversation.
Writing techniques may include:	• applying the inverted pyramid • avoiding clichÃ©s, jargon and slang • choosing appropriate words • crafting paragraphs • crafting sentences • creating relevant hyperlinks by using accessible wording to link internal and external content • cutting verbiage • employing active voice • using plain English • using the 5 Ws: who, what, when, where and why • writing visually for an auditory medium.
Media assets may include:	• 2D animations • 3D animations • audio • graphics • photos • video.
Presentation techniques may include:	• abstracts • blurbs • bullet and numbered lists • captions

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RANGE STATEMENT	
	• formatting • headings and subheadings • hyperlinks • typography.
Readability tests include:	• Flesch-Kinnaid index • Gunning Fog index • W3C Accessibility standards as they apply to text-based content for interactive media.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		